DOCUMENT RESUME

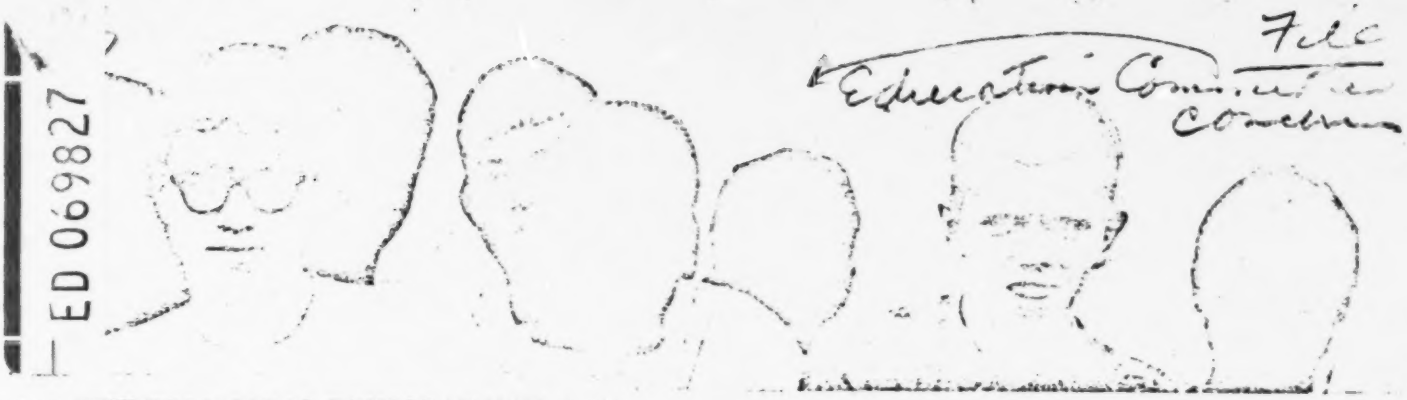
ED 069 827 UD 013 045

TITLE	The Problem of Discipline/Control and Security in Our Schools. Position Paper, Number 1.
INSTITUTION	National Urban League, Inc., New York, N.Y.
PUB DATE	20 May 71
NOTE	20p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Black Community; City Problems; Crime; Discipline; *Discipline Policy; Discipline Problems; *Educational Environment; *Educational Policy; Law Enforcement; Negro Institutions; Police Action; Police Community Relationship; *Police School Relationship; *Security; Urban Education

ABSTRACT

A survey in the fall of 1969 revealed that of the 51 major cities which responded to a questionnaire, only four did not employ their own security officers or use city policemen in daily school operations. It is contended that it is impossible for a favorable climate for learning to be established within this type of environment. Further, it is believed that this visible manifestation of the problem of security in the schools only represents the surface of a much greater problem. It is the position of the National Urban League (NUL) that security personnel and armed policemen should generally be removed as permanent fixtures in our schools. NUL should call on students, community members, and educational personnel to determine ways to develop a climate for learning in the public and private schools. These groups must form an effective coalition directed toward quality education in an atmosphere of trust, cooperation, and mutual respect. The problem of "security" in the schools is nothing new to the established American educational experience. The use of law enforcement agencies to insure safety of the children and the smooth operation of schools is deeply rooted in American history. The unchallenged use of more and more security forces in our schools must be reversed. [Due to the quality of the original, parts of this document are not clearly legible.] (Author/JM)

ED 069827



File
Education Committee
Columbus

THE NEW YORK TIMES, THURSDAY, MAY 20, 1971

School Aide, Seized by Students, Is Indicted as a Seller of Heroin

By MICHAEL T. KAUFMAN

A high school security guard was indicted in the Bronx yesterday on drug selling charges that stemmed from a "citizens arrest" made by students who charged that he had sold them heroin.

The original incident took place on April 21, when, according to District Attorney Burton B. Roberts, a group of five students arranged to buy heroin from the guard at William Howard Taft High School.

Mr. Roberts would not give the names of students, but he said that he only girl among them was the one who made the alleged purchase from Juan Rosario, the guard, who is 23 years old and lives at 240 East 172d Street, the Bronx.

The four boys then overpowered the guard and held him "very physically" for the police, said Mr. Roberts. He added that policemen who were summoned from Bathgate Avenue station found three $5 bags of heroin in the guard's possession and four more bags on the floor nearby.

The indictment announced yesterday by Mr. Roberts included two counts of criminal possession of a dangerous drug with intent to sell and two counts of simple possession of such a drug.

Mr. Rosario was arraigned in Bronx Criminal Court before Judge Charles G. Tierney, who set bail at $5,000 and scheduled a hearing for next Wednesday.

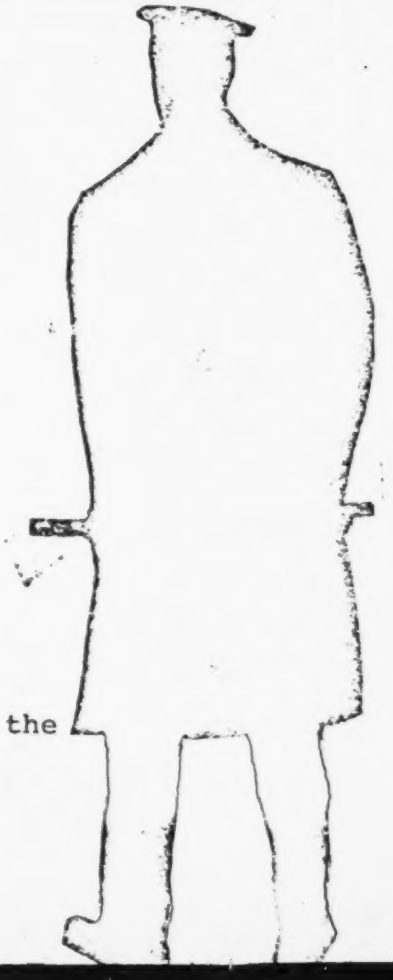
Mr. Roberts said the entire incident left him with some "ambivalent feelings." On one hand, he said, he was "delighted that students seemed to be [illegible] in the schools and everywhere else."

"The real tragedy," he said, "is that the city does not have the funds to provide adequate law enforcement in the schools."

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

POSITION PAPER # I

THE PROBLEM OF DISCIPLINE/CONTROL AND SECURITY IN OUR SCHOOLS



UD 013 045

Presented by:
Education Advisory Committee of the
National Urban League, Inc.

FILMED FROM BEST AVAILABLE COPY

PREFACE

The Education Advisory Committee of the National Urban League (NUL) unanimously agreed to pledge itself to making education a number one priority within the NUL. We plan to implement this pledge by preparing timely position papers on those critical issues that the committee and local communities have determined that NUL direction is of vital importance.

This Position Paper #1 entitled, "The Problem of Discipline/Control and Security in Our Schools" represents our first attempt at evaluating our performance. The paper is presented to establish a concrete framework within which many ideas can flow and collide when necessary. It does not represent a panacea or the last word--it merely establishes a starting point defined from which national and local League offices can begin to determine policy as well as operational modes that will effectively implement policy.

In the event that the essence of this paper is accepted as an Urban League position, we would hope that it be given the widest distribution so that those on the front lines would immediately have it at their disposal.

POSITION

A survey in the fall of 1969 revealed that of the fifty-one major cities which responded to a questionnaire, only four did not employ their own security officers or use city policemen in daily school operations. Systems that started with security patrols for junior high schools/middle schools soon found it necessary to expand this service to senior high schools and finally elementary schools. A few incidents can and have panicked systems to the point where almost every school in urban communities is staffed with some form of security/discipline personnel or armed policemen.

It is our contention that it is impossible for a favorable climate for learning to be established within this type of environment. Further, we believe that this visible manifestation of the problem of security in our schools only represents the surface of a much greater problem. Obviously, more security personnel and trained policement will not make the schools a better place for children!

The population of our inner-city schools over the past decade has become increasingly non-white. The largest percentage of this non-which school population is Black. The mass exodus of whites from the inner-city to the suburbs that was so much in evidence after the sixty census, seems to have slowed tremendously according to early results of the seventy census. It is predicted that during this decade, Americans are having fewer children which means that the school age population will continue to increase but at a much slower rate. The most interesting note about the Black population is that it is significantly younger

than the white population which has strong implications for our schools, expecially in the inner-cities. The question is, are Black, other minority and poor children to be educated and will they be educated in a climate of human dignity that is free of all forms of oppression.

It is our position that security personnel and armed policemen should generally be removed as permanent fixtures in our schools. The schools must cease to apply band-aids to situations which require major surgery. The present climate in our schools is not conducive for learning and communities should move in a concerted fashion to improve their local climate.

Therefore, it is resolved that the National Urban League opposes the permanent use of security guards in the schools and calls on students, community members and educational personnel to determine ways to develop a climate for learning in the public and private schools. These groups must form an effective coalition directed toward quality education in an atmosphere of trust, cooperation and mutual respect.

We recommend that:

1) Plans should be developed by communities and school personnel for securing school facilities. Ultimately students should be given responsibility for policing many of their own activities where applicable.

2) Realistic community participation plans that will establish genuine rapport and make parents feel welcome in the schools.

3) Grievance procedures for student rights, parent complaints, teacher gripes, and community concerns must be developed and made known. Old communication avenues, such as staff councils, standing teacher committees and student councils, which are frequently felt to be administrator-controlled, must not be used for this purpose. Policies must be cooperatively developed by a team approach.

4) The lay neighborhood authority must be ascertained and involved. In every community some person speaks with authority that usually defies explanation but still exists and can be used in most cases as a positive factor in creating a positive educational climate.

5) Parents or individuals indigenous to the school neighborhood must be employed as security personnel rather than disinterested professional security officers or armed police forces.

6) Community groups must promote efforts to preserve and transmit a pluralistic and multi-ethnic culture.

7) The community must protect each individual's rights by insisting on some form of punitive action when his rights as established by law are violated.

8) Opportunities must be provided for development of increased understanding of human needs, and human behavior, and diverse cultural groups.

9) Everyone must listen professionally, listen personally, listen individually, listen collectively, and seek factual, as well as interpretations of what is heard.

10) Alternative schools should be developed and financed with public monies.

PROGRAM RECOMMENDATIONS FOR
LOCAL URBAN LEAGUE AFFILIATES

1. Local Urban League affiliates must give high priority to the problem of education.

2. Urban League educational involvement should not be confined to reacting or presenting positions on current educational concerns.

3. An alliance with education officials could be developed if Urban League would present meaningful projects for joint development.

4. A project, "Climate for Education", is attached. If helpful, other projects on the same topic or other proposals can be developed.

5. Analyze the local school security mechanisms.

6. Identify on the constructed scale the extent to which your system has strayed from the ideal.

7. Select, develop, design plans which could improve the situation.

8. Present your analysis of the situation to the Superintendent and the Board.

9. Call their attention to what is, what was, what is elsewhere, and what might be if nothing is done.

10. Offer your suggestions.

11. Offer your resources and/or persons you identify to either work with the school system on the problem or to initiate experimentally projects aimed at improving the climate.

BACKGROUND:

As man evolved from an unsocialized state to a socialized state, certain things are implicit in that evolutionary process. When people come together in some socialized form they develop a concensus on values, mores, traditions and customs. This concensus is generally decided by the majority group in that particular society based upon its numbers. Inherent in all of this is the fact that the majority group develops along ethnocentristic lines which essentially says that their attitudes, beliefs and customs are of central importance and they will act as a basis for judging all of the groups within or without their society. This sets the foundation for the cultural absolutism and arrogance that oftentimes ensues. This is particularly true of western European development.

Once the concensus of values is established, then societies create institutions that will maintain and transmit those values. Education in a general sense represents that type of an institution which is designed to preserve and transmit the societies' culture. We can look back into ancient civilizations (i.e. Egypt and China) and clearly see the actualization of this societal process. The nature of the educational institution becomes a rather conservative one because its primary function is that of a preserver. It is extremely difficult to substantively change when the fundamental orientation is to protect what has already been established.

The development of the American educational system must be viewed within this broader content. We must consider that most of what happened here after our discovery was very deeply rooted in the western European concensus of values.

It is historically true that education in Europe was elitist in nature because the "priviledged few" represented the group to which formal education was designed and most accessible. Also in Europe during the latter part of the Middle Ages one could discern two patterns of lay education; one public and one private. Thus, it can be reasonably concluded, that education, as an institution in America, was developed in consonance with the expressed needs of the majority group (which was and still is Caucasian) of this society without regard to the needs or even the recognition of the existence of Black and Native-American inhabitants of the society. This has strong implications for the type of experience received by members of minority groups who have interfaced with the American educational system. If the above has some validity, it would lead one to question the ability of the institution to meet the needs of Black and other minority group people educationally without some fundamental changes being effected.

The nature and function of education in America has changed very little in almost two hundred years. There have been many procedural and peripheral types of change but at the heart of the institution the basic assumptions as to its nature and function have remained intact. Education in America began in the private and religious sectors. By the turn of the nineteenth century, public education was clearly establishing itself as an entity to be reckoned with and by mid-nineteenth century, it was here to stay. Since then, public education has significantly expanded its influence to the point where it now dwarfs the private/parochial sectors. With essentially a fixed pool of financial resources,

a captive market and a decreasing ability of the private/parochial alternatives to compete because of the tremendous rise in costs, public education has gone literally unchallenged since the latter part of the nineteenth century.

HISTORICAL ANALYSIS

We believe that one cannot continue this discussion without mention of the institution of chattel slavery and its devastating effects on those who did the enslaving and those who were enslaved. The brutal experience of slavery succeeded in generally convincing Black people that they were all the things that the society and its racist myth said they were. Once this was internalized, it became automatic that Blacks would perpetuate the myth surrounding their existence. Those who did the enslaving were forced to create the myth of the innate inferiority of Blacks which made it easy for them to explain and justify our (or their) unique condition. Thus, the society developed one set of assumptions for Black and other minority people and another for the rest of society. To illustrate the tenacity of the myth, in May, 1971 the National Academy of Science accepted the persistent three year request of Dr. William Shockley, a Noble Prize winner for the transistor and currently at Stanford University, to reopen the question of heredity versus environment. His general thesis is that the effect of "ghetto Blacks" marrying other "ghetto Blacks" is producing a race of genetically inferior people.

ASSUMPTIONS

At this point it is necessary to note that this discussion is predicated on two basic assumptions:

1) Black is used throughout this paper as a synonym for other minority groups and poor people.

2) It is our contention that the essence of American societal conflict lies within the Black/white dilemma and all that it represents. When we, as a society, reach workable solutions to the Black/white dilemma then it is our assertion that all problems related to that dilemma (Brown, Red, Yellow and White) will be solved.

Based upon the preceding background, historical analysis, lead us to some additional assumptions about the educational process and its relationship and effect on Black children. Easily accessible research designed to show the effects of the educational system on Black people would lead us to conclude that:

1) Given the nature of the American society and its tradition, one must believe that the educational system is not equipped to educate Black people.

2) The educational system is designed to perpetuate the existing structures and is not willing to pursue its goal of "a search for truth."

3) The system fails to teach children how to gain and maintain a positive identity through self-worth and social responsibility.

4) The school fails to assume the role of family surrogate.

HUMAN vs BLACK BEHAVIOR

It is generally asserted by mathematicians that if you begin with false premise you can prove any mathematical problem to your satisfaction. However, you can prove any mathematical problem to satisfaction. However, if you begin with a mathematically sound premise then you are restricted in those steps you can use to prove your problem. Translated for our purposes this means that if you begin with a premise that accepts the innate inferiority of Black children (which is a false premise) then it is very easy for you to accept poor performance, low self-esteem and destructive and

mal-adaptive behavior. But, if you believe that Black children are human beings and therefore endowed with the same capacity for intellectual growth found in other human beings (which is a sound premise) you cannot accept the failure syndrome and self-destructive mode (i.e. requirement for security personnel) that Black children find themselves in as a group.

The literature and research substantiates that Black children have an extremely high incidence of failure in the schools. In the past this has been blamed on the parents, the home and the community, but never the school. It is our contention that Black children do not arrive on the educational scene with irreparable self-images and branded as failures by their home and neighborhood environments. There isn't a Black parent available that doesn't understand the value of education. We would submit that children generally first encounter the failure syndrome when they arrive at school. Black children arrive at school after surviving the same critical hurdles that white children have survived. They have learned to communicate, to take care of body functions, to stay clear of people and things that could physically harm them and generally survive in a world that has an adult orientation. The cognitive as well as the psychomotor dimensions have been used sufficiently at this point to predict at <u>least</u> the capacity for success in school. We now suspect that Black children are lost to education somewhere between kindergarten and third grade. It should be clear, as previously stated, that the educational setting is the one that brands our children with the indelible tag of failure. Black children are receiving a disproportionate share of the failure tags.

Deutsch's work at the Institute for Developmental Studies showed that achievement differences for Black and white children at grade one to be minimal. But as they move through the grades the disparity becomes greater and greater. The Kerner Report indicates that at grade six, Black children average 1.6 grades behind their white counterparts. It further indicates that by grade twelve they are 3.3 grades behind their white counterparts. Both of these studies suggest that Black children are being de-educated in the schools as they are presently constituted. The nature versus nurture question was academically settled years ago. However, one would be hard pressed to support that assertion based on the performance of Black and other minority youngsters in our schools. The theoretical work by eminent behavioral scientists such as Jean Piaget and J. Mc V. Hunt establishes the fallaciousness of those who support a theory of genetically determined intellectual capacity. Although the stated goals and objectives of our educational process are noble, the insidious underlying racist assumptions must be removed.

NEW ASSUMPTIONS

The requirement is to bring the ideal closer to the real and construct new assumptions that will bring those things that we say as a society into close proximity to those things that we do.

1) The American educational system will act as a preserver and transmitter of a pluralistic and multi-ethnic culture.

2) Education will pursue its "search for truth" as opposed to acting as a tool for societal conformity.

3) Barring identifiable abnormalities, all children possess the innate capacity for intellectual growth.

4) The primary goal of education will be to teach children how to gain and maintain a positive identity through self-worth, cooperative behavior and social responsibility.

5) Recognizing its crucial role in lives of children, education will assume the role of family surrogate.

6) Education will provide daily successful learning experiences for all children.

Once the new assumptions are established (the above-listed assumptions are adequate for a start) then it is necessary for us to determine educational goals for Black children and concomitantly the Black community. Education should be seen by the community as a means to an end--which should represent the elimination of racist and oppressive barriers to full equality of opportunity.

Education does not deliver the individual from oppression to liberation. Education simply makes available tools for individuals to deal effectively with their liberation. The overall goal of the new curriculum, which is the heart of the educational process, is to develop new "Black" young adults who possess new values (personal and group), new attitudes and new behavior patterns consistent with the elimination of an oppressive Black human condition in America. It is my contention that once it is clear why we are educating Black children then it becomes less difficult for us to decide what is going to be taught. This I see as one of the major conflicts within the current system, How and what we are going to teach?

PROBLEM IDENTIFICATION

We cannot discuss the critical problem of security in the schools without looking at discipline and control. There are obvious positive and negative meanings of discipline and control. Our purpose is to

examine discipline and control with respect to its relationship to the educational process.

The question of discipline with its myriad of meanings has been essential to the institutional development of education. With regard to learning, self-discipline is essential in personal growth and development as the individual sets about mastering the cognitive as well as affective skills necessary to meet the institutional challenges. The curriculum, which is the heart of the educational system, contains many disciplines (i.e. Language, English, Math, Science, History, etc...). The nature of the institution further forces a kind of discipline on those it was supposedly designed to serve which requires obedience and conformity to a set of "do's and don'ts (rules) that are interwoven with and reflective of the societies' values. This point is vital because the values reflected are not usually consistent with those of the oppressed in the society. Another kind of discipline is required to execute and enforce the established rules. Punishment is designed for those who break the rules or for those who are slow in conforming.

Education is a control institution. A control institution is primarily designed to force specific behavioral patterns upon individuals: behavioral patterns which are not always in the best interest of individuals and not always related to the dynamic changing environment surrounding that institution.

Anthropologically speaking, most educational institutions in most cultures do serve as control institutions, unless the inherent contradiction is heightened. This contradiction lies in the fact that the

in titution was established as a preserver of the culture and is therefore protectionist in nature; yet, education speaks to the question of the search for truth while conducting that search within a dynamic and rapidly changing environment. Both preserving and protecting what is and at the same time dealing with a rapidly changing environment: herein lies the inherent contradiction.

The only way to produce an institution that has the ability to revitalize itself and has within it a mechanism for dealing effectively with change is to have that institution dedicated to teaching people how to critically think in such a way that they can challenge the very essence of the institution without destroying it. Our educational institution has failed in this regard. It has taught many to think critically but it (the institution) has not been able to cope with the essential challenges that that critical thinking has created.

If education were really about the search for truth, it would concurrently be about revolutionary and dynamic change. There are many truths to deal with, for truth is relative: what is true today may not be true tomorrow. The answers change, but the manner of arriving at those answers may remain constant. The contradiction has been heightened during the past decade. In the nineteen seventies, we find that many individuals have discovered that what education says is not what it does for the majority of those who pass through its process and who <u>believe</u> in what it says. These are often the people who come back to challenge the institution the hardest for they are the people who fell the farthest because the <u>Ideal</u> in which they had been led to believe had no true relationship to the <u>Reality</u> they found in society.

COMMUNITY ASSESSMENT

Everyone involved in the education process must stop and asess his own local situation. Given the current school environment, where does your school system stand on the continuum between a favorable climate for learning and daily police occupany of our schools?

The problem of "security" in the schools is nothing new to the established American educational experience. The law enforcement agency has always had a role in the maintenance of the American free public school system. The use of law enforcement agencies to insure safety of the children and the smooth operation of schools is deeply rooted in American history. State and Federal laws on compulsory attendance and education in general have provided the legal sanctions necessary to establish the school as the traditional socializing incubator for the nation's young. The unchallenged use of more and more security forces in our schools must be reversed. If alternatives are not sought and established, we will probably have the dubious distinction of commenting on the passing of democracy. The feasibility of free public education is being seriously threatened by our continual decline towards a police state within our schools.

SYSTEM EVALUATION SCALE

To illustrate more clearly this relationship between discipline, control and security in the schools, we identified characteristics beginning with an ideal school, family and community relationship to armed police in our schools which to us represents the other extreme.

Three continuums were developed; maintenance, reinforcement and climatic community scale:

Maintenance

This covers the institution from its inception when the major concern was the health and welfare of the children and the general safety of the school environment. Compulsory attendance laws required a different kind of legal enforcement. Around the 1940's (the "Spock Era"), certain relationships are perceived to be breaking down. The teacher was replaced by the policeman as the chief disciplinarian. This was brought on by refinements in the socialization process. The racial tensions following the 1954 Supreme Court decision intensified the problem already visible in the changing pupil/teacher relationship. The sixties were characterized by a fundamental value conflict which upset the schools and the general society. The general population was not educationally or psychologically equipped to handle serious alteration of its value system.

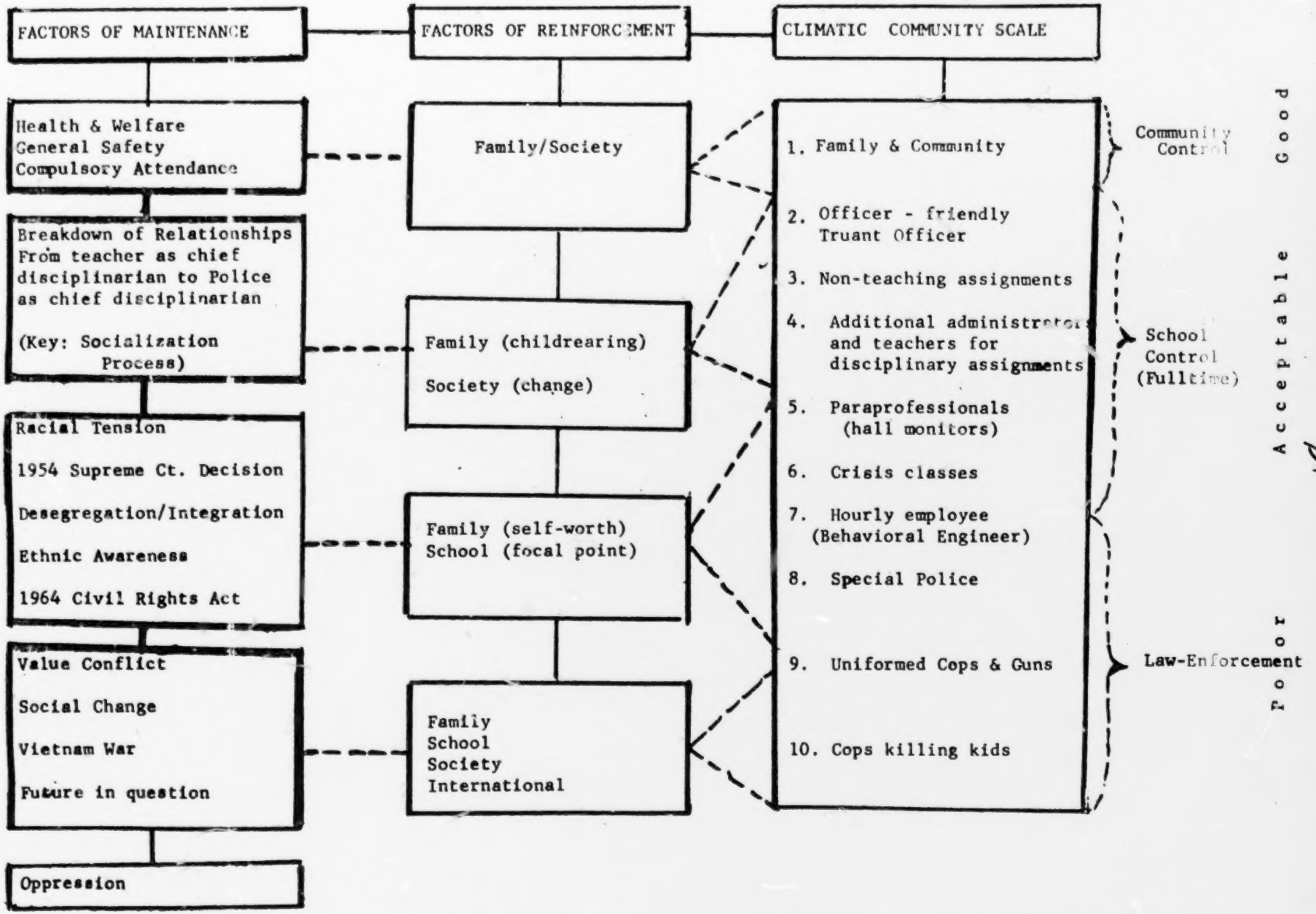
Reinforcement

Refers to those societal elements that provided positive and negative reinforcement to given actions. The elements we have identified are family, school and society in general.

Climatic Community Scale

This scale begins with the family and the community who understood and generally approved of the maintenance function at the outset. The school community generally perceived the breakdown in formal teacher/pupil relationships as a breakdown in discipline; this was erroneous. Therefore, to regain their lost equilibrium they required tighter control of the school environment. This false perception led to increased personnel being assigned to non-teaching jobs: additional administrative staff and teachers for disciplinary concerns; para-professionals as hall monitors and behavioral engineers. The result being that the control of security disciplinary forces moved from the school to the law enforcement agency. This continuun ends with armed policemen in the schools and children ultimately being killed by policemen.

SYSTEM EVALUATION SCALE



NATIONAL URBAN LEAGUE, Inc.
55 East 52nd Street
New York, New York I0022

JAMES E. LINEN
President, Board of Trustees

HAROLD R. SIMS
Acting Executive Director

BETTI S. WHALEY
Director of Program Development, Review and Evaluation

ERMON O. HOGAN
Associate Director of Education

NATIONAL URBAN LEAGUE EDUCATION ADVISORY COMMITTEE

Chairman

DR. CHARLES H. SMITH

MEMBERS

Mr. Mario Baeza
Mrs. Mary Bell
Dr. William Brazziel
Mrs. Hortense Canady
Mr. Edward Carpenter
Mrs. Patricia F. Dixon
Mr. Daniel Dobin
Mr. Richard L. Fairley
Mr. Andrew G. Freeman
Dr. Martin D. Jenkins
Mr. George Jones
Dr. Carroll F. Johnson
Dr. Arthur Littleton
Dr. Gordon L. McAndrew
Mr. Richard Parrish
Dr. William Pinderhughes
Mr. Charles Redd
Mrs. Winthrop Rockefeller
Mrs. Flora Seefeldt
Dr. Donald H. Smith

Dr. Donald H. Smith
Dr. Arthur Thomas
Mr. Israel Tribble
Dr. Bernard C. Watson
Mrs. Lois Zenkel

EDUCATION COUNCIL REPRESENTATIVES

Mrs. Alice Carter
Mr. W. Paul Browning
Mrs. Gwendolyn B. Bates
Mrs. Loralee Roberts

NATIONAL URBAN LEAGUE STAFF

Mr. Charles E. Eason
Mr. Kenneth Johnston
Mr. Clarence E. Thomas
Mrs. Ruthe J. Farmer
Mr. Kenneth B. M. Crooks, Jr.
Mrs. Mary Miller
Miss Jeanette L. Burroughs

.....
.....

July 1971